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ABSTRACT

Despite a common attitude that it is very difficult, and possibly unwise, to try to teach Mandarin Chinese to speakers of other dialects, there is a social and academic need for this kind of course, and it is possible to teach it successfully to most students. In the University of Alberta's program the likely candidates are the large group of foreign students from Hong Kong and Malaysia. The difficulties faced by the instructor in this program included: initial screening to get a homogeneous and motivated group; resources adequate for the course; bringing students to the same level; attitudes of cultural inferiority among some students; limited instructor language ability; and resistance to using pin-yin. Student problems included: unique linguistic problems because of complex dialects; lack of initial motivation; assumptions that the course would be easy; common linguistic problems such as tone distinction; and maintaining interest after the course. Such a course requires thorough teaching of the sound mechanism, phonological system, and syntactic differences. In addition, it requires that the instructor add interest, patience, and confidence for good results. (MSE)

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TEACHING MANDARIN TO SPEAKERS OF OTHER DIALECTS

a paper presented to the

CHINESE LANGUAGE TEACHERS' ASSOCIATION

at its

SAN FRANCISCO MEETING

on

November 25, 1983

by

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Teaching Mandarin to Speakers of Other Dialects

The paper discusses:

1. who
2. why
3. obstacles to staff and students
4. some partial solutions to problems

I WHO

Basically Hongkong and Malaysian Chinese

II WHY

Number of students available
Need Arts course
Student needs

III OBSTACLES & SOLUTIONS

Instructor

Screening
Lack of resources
Variation of accents
Combating student inferiority complexes
Non-native teaching natives
Reaction to pin yin

Students

Unique linguistic problems
Lack of motivation
Expectancies of easy course and high grades
Common linguistic problems
Maintaining interest

IV CONCLUSION

pedagogical
psychological

******* * * *

TEACHING MANDARIN TO SPEAKERS OF OTHER DIALECTS

We have probably all heard statements like: "You can't teach the Cantonese to speak Mandarin. Why bother?" The often quoted rhyme which begins, "Tiān pà, dì pà... I'm not afraid of Heaven or Hell; (I'm only afraid of Cantonese who try to speak Mandarin)" and other such remarks generally debase the ability of Cantonese and other dialect speakers to learn languages or dialects other than their own.

How foreigners have the audacity to quote such rhyming ridicule has always been beyond me. I have yet to meet a foreigner whose total knowledge of Chinese, including characters and culture, truly goes beyond that of the typical Cantonese. And while I can understand that native Mandarin speakers can say such rhyme with relative impunity, I am reminded of the Fifth Jiǎng (Fifth Rule of Speaking) mentioned in Professor Eugene Ching's paper this morning: "Jiǎng Lǐmào (When Speaking, Speak with Courtesy)". Nevertheless, it does seem to be a fairly well accepted fact, even around academic circles, that speakers of the Yue dialect have great difficulties in learning Mandarin, and that it is generally not worth the effort to try to teach them.

This paper will be an attempt to convince you that not only is there a social and an academic need to offer the course, there is also a strong possibility of teaching it successfully--at least to the majority of your students.

The paper will talk about the 'who', the 'why', and the 'obstacles to both staff and students'. In addition I would like to offer some partial, at least, solutions.

Who are the potential students of such a course? Using our University as an example, the largest group of potential clients are the foreign students who come from Hongkong and Malaysia. We have a total of 1200 of them each year--not counting those on immigrant status. Because of the foibles of human rights legislation, I have no way of knowing the number of non-Mandarin speaking Chinese immigrants who attend our University, but it appears to be quite extensive as well. In addition there are a substantial number of second generation Chinese who are fluent in some other dialect and who may or may not have the ability to read Chinese. Each of these groups, of course, present their own special problems.

Why such a course? First, the number of potential students alone is a factor we must all take into account. As I mentioned, our university has approximately 1200 Hongkong and Malaysian students each year. Second, most of these students are not in the Arts. They are mostly students of Science, Commerce, and Engineering, but as such, they all have Arts options that they must take. Most are scared to death of subjects which they

think will require a high level of English language skill, and they are on the lookout for Arts courses which require minimal use of the language. Even the Arts students themselves are looking for courses outside of their majors in order to supplement their program. Third, the physical proximity of Hongkong and Malaysian students to China is undeniable, and as travel restrictions have eased, more and more of these students have visited 'putonghua' or 'guoyu' speaking areas. Business contacts have increased a thousand-fold. These factors coupled with the increasing Hongkong awareness of their Chinese 'roots' has created a truly genuine interest on their part to learn the national language. Lastly, if they don't take Mandarin, they'll take something else!

What are the difficulties the instructor of such a program faces? First, the screening process: This consists of two parts. In order to be efficient, the program itself must decide what level of students it can and wants to service. Theoretically all students could be accepted, but this would lead to all sorts of pedagogical difficulties since the students would come in with a great diversity in background level. Many would already be 'fluent' in the language. Our decision has been to screen out fluent or nearly fluent students, and we accept only those who have a marked inability to speak the language. This screening takes three forms: (a) All students registering in Chinese courses must be personally interviewed. Normally, by insisting that the interview be carried out in Mandarin, we can separate the wheat from the chaff. In this case we keep the chaff and throw the wheat away! (b) During the first day of class an assignment is given requiring the students to give

a one-minute speech about themselves in Mandarin--or what they think is Mandarin! They all believe that it is for a grade and so they do the best they can. Let me show you some examples of those 'speeches'. Please keep in mind that they have already gone through the initial screening interview.

(AT THIS POINT THE FIRST SEGMENT OF VIDEO TAPE IS SHOWN).

(c) Keeping in mind that some students will have a lingering feeling that it is best for them to disguise their ability through the interview and speech which you just saw, special attention is given to the student responses throughout the first half of the semester. Those who give correct responses fairly consistently are given a lengthy heart-to-heart talk at which time the uniqueness of the marking system is again pointed out to them. More on that in a minute. This discussion generally sees the people who are trying to fool us drop the course.

At the same time that a fairly homogenous grouping is being obtained by the methods mentioned above, the second part of the screening process is underway. As I mentioned above, most of the students are looking for an Arts option; all want to get a high mark; few want to work hard! Even though the course has a reputation for being tough, they all want to see for themselves. The grading system is explained in great detail, and it is pointed out that marking is <u>subjectively</u> based on improvement, and that there is no recourse to the instructor's grade. It is demonstrated that the students with the weakest Chinese background who show the most improvement will receive the highest grade

at the end of the first semester regardless of their objective standard of Mandarin. The video tapes serve to remind the instructor of their level at the beginning of the course lest he forget. Quiz after quiz is given and all are graded very harshly. The first few weeks are made very gruelling for them. In combination, these two techniques (screening and intensity) serve to discourage students looking for a free ride, and those who aren't prepared to work drop. Those who are left are woefully weak in Mandarin (which is a homogenous grouping), but willing and eager to learn.

The second difficulty that an instructor faces is that while from a 'numbers' point of view this course is very important to the department, nevertheless from a philosophical point of view it is not our main reason for existence. As a result a small program like ours cannot afford to put a great deal of resources into the course. The consequence is that each section of the course is too large for anything even approaching the ideal, and we can never offer enough sections to meet the demand. The solution to this problem is known, but not available: money! In this area we are forced to do the best we can. This year we are offering three sections with a total of over 80 students. Scarcely ideal!

The third difficulty that an instructor faces is that while the class is now homogenous with respect to ability and industry, it is nevertheless composed of people who speak different dialects or who have different accents within their dialect group. The best solution I have found here is to hold small drill sections or tutorials for students

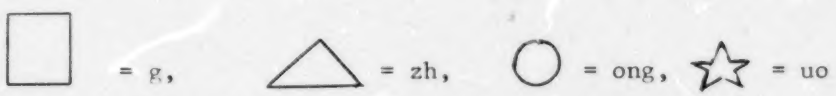
who have similar problems. While this generally adds up to quite a few extra hours, the students greatly appreciate the extra assistance, and it generally pays off with a greater effort on their part.

The fourth difficulty the instructor faces is that the Hongkong students come into the course with a cultural inferiority complex. Ethnically, they are Chinese, but they have felt the British influence throughout their schooling. Even though they see themselves as very Chinese, they still view themselves as being very different from and unequal to Mainlanders and those from Taiwan in terms of their 'Chineseness'. They lack a sense of nationality and of purpose. They are past the point of being defensive about speaking both English and Mandarin poorly. Politically they are in a state of flux. Academically they have been forced to go to another country to study. They expect to be told that they're really poor students, and they feel that they don't have too much change at success. I fool them! The first couple of lectures I spend a fair amount of time informing them about the history of the Chinese language and letting them know the importance of Cantonese and Hokkien in the development of Chinese. For the first time they feel the importance of their dialect in the total scheme of the Chinese language, and it is at that point that I win them over body and soul.

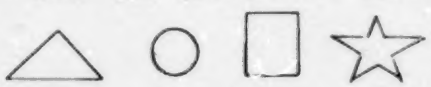
The fifth difficulty: While I as a non-Chinese face a tremendous uphill struggle in terms of my total knowledge in trying to teach Chinese to the Chinese, it can, in fact, be turned into an advantage. From the first day I speak plenty of Chinese with them. At that point,

at least, my Mandarin is infinitely better than theirs. This causes them a great deal of soul searching. The net result is that instead of resenting a foreigner teaching them the language, they feel ashamed that a Westerner can speak better than they can and they resolve to struggle as hard as they can to show me they can do it as well! I welcome that sentiment!

The sixth difficulty that instructors face is the initial student reaction when they hear they will spend the entire first semester dealing in pin yin. This is a relatively easy problem to overcome. I list a number of Chinese characters on the board whose Cantonese pronunciation is dissimilar to Mandarin. I correct them and then go on to another topic. Five minutes later I return to the list which they still mis-pronounce. This proves to them that characters may be a detriment to the process rather than an asset. Next I list some symbols at random on the board and assign sound values:



I then teach the values for a minute and then re-order the symbols:



They are impressed. This proves to them that any system carries the right sound if used correctly. Therefore, I tell them, since you now realize the usefullness of such a system, why not use the one in vogue in all of China and Singapore today? It makes perfect sense to them, and I generally have no future problems in this regard.

What are the difficulties that the students face?

1. The complexities of the dialects make some students' linguistic problems unique. Solution: the drill sessions or tutorials mentioned above.

2. The lack of initial motivation--"After all, it is only an Arts option!" Solution: First, the screening process. Second, building their self confidence and pride in their mother tongue. Third, psychology--constant correction and encouragement. More on that in a minute.

3. Their expectancies of high grades and their assumption that the course will be easy. Solution: Screening again. Let those who are only interested in high marks leave. There are plenty of others. Then for the remainder, slowly teach them over the course of the semester that the grades don't matter as long as they pass. A lot of low grades along the way make that point more reasonable than it sounds.

4. Common linguistic problems. Virtually all the students have great difficulty distinguishing and producing the difference between first and fourth tone. Solution: (1) graphic explanation; (2) constant exercises such as: Zhōng Huá Shǐ Dì (see attached).

The differences between individual phonemes and phonemic constrasts pose certain difficulties, especially: n and ng; n and l; x; z; c; r; zh; zh and j; ch; ch and q; sh; sh and x; f; h; f and h... Solutions: (1) graphic explanation. Be able to draw the mouth and its parts putting the tongue in the correct location. (2) constant exercises such as those indicated in the attachment.

5. Lastly, a difficulty that both student and staff have: Continuing a high degree of interest once it has been established. Solution: Continually varied approaches to teaching similar problems so that there is always something new and unexpected happening.

Conclusion: There are two basic processes involved in all effective language teaching, but perhaps in the teaching of Mandarin to speakers of other dialects these skills must be honed to a razor's edge. They are the pedagogical process and the psychological process.

Pedagogically we must thoroughly teach the sound mechanism and the phonological system as well as syntactic differences. We must prepare all manner of drill materials from simple minimal pair contrasts to long and amusing contexts.

Psychologically we must realize that in the first semester the material itself is not too lively. It is up to the instructor to insert that liveliness. Next, we must not be afraid of criticism, and we should encourage student evaluations of the course to see where we can improve. It is most important that we win them over psychologically so that they will extend and expend every effort to produce for us. This is done both in and out of the classroom. Don't be afraid to spend time in the coffee shop with them or to take them home en mass or in small groups. Show them patience, love, patience, care, patience, encouragement, patience, humor, and patience. Build their confidence and give them a sense of accomplishment.

What result can all of the above produce? Let me show you exerpts of some other video tapes. These are the results after six months of three hours a week.

(AT THIS POINT THE SECOND SEGMENT OF VIDEO TAPE IS SHOWN).

Practice on 4 Tones

Zhōng huá shǐ dì	中華史地
Sān huáng wǔ dì	三皇五帝
Zūn cóng lǐ yì	遵從禮義
Guāng míng yǒng jì	光明永繼
Yīn móu guǐ jì	陰謀詭計
Xiān xián suǒ qì	先賢所棄
Tān cái wǔ bì	貪財舞弊
Shēng míng shǎo dì	聲名掃地
Shā rén wǔ qì	殺人武器
Bāng máng qǔ dì	幫忙取締
Dēng tái yǎn xì	登台演戲
Chāng kuáng shǎ qì	猖狂傻氣

The above and following exercises are adapted from:

Ten Lessons on Mandarin Phonetic Exercises (Guo Yin Lian Xi Shi Ke), edited by Ji Tiehen, Language and Culture Publishing Company (Yu Wen Chu Ban She), Taibei, 1965.

Practice with n-ng

yīn 因	yīng 應	qīn 親	qīng 輕
yín 银	yíng 迎	lín 林	líng 零
yǐn 引	yǐng 影	mín 民	míng 名
yìn 印	yìng 硬	nín 您	níng 寧
xīn 心	xīng 星	pǐn 品	píng 平
jìn 禁	jìng 敬	bīn 賓	bīng 兵

Chū nán mén, zǒu xiàng nán, yǒu ge miàn pù miàn cháo nán.
出南門，走向南有個麵鋪面朝南。
Miàn pù mén kǒu er guà zhe lán bù mián mén lián.
麵鋪門口兒掛着藍布棉門帘。
Xiān kāi lán bù mián mén lián, kàn jiàn miàn pù miàn cháo nán.
掀開藍布棉門帘，看見麵鋪面朝南。
Fàng xià lán bùmián mén lián, hái shì miàn pù miàn cháo nán.
放下藍布棉門帘，還是面鋪面朝南。
Kàn fán chuán, chuán cāng lǐ fàng zhe fán bù chuáng.
看帆船，船艙里放着帆布床。
Chuán cāng shàng tou yǒu huáng bù fán.
船艙上頭有黃布帆。

Gāo gāo shān shàng yī kē téng
高高山上一棵藤
Téng tiáo tóu shang guà tóng líng
藤條頭上掛銅鈴
Fēng chuī téng dòng tóng líng dòng
風吹藤動銅鈴動
Fēng dìng téng tíng tóng líng tíng.
風定藤停銅鈴停

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Practice with n-l

nǎ lǐ	哪裏	lā nǐ	拉你
nǎ lèi	哪類	lǎo nèn	老嫩
nài láo	耐勞	lǎo nù	老怒
nán lù	南路	liáo níng	遼寧
néng lái	能來	liú niàn	留念
ní lóng	尼龍	liù nán	六男
nǐ liú	逆流	lián nián	連年
niú lán	牛欄	liàn niàn	戀念
nián líng	年齡	lín nàn	臨難
nǚ láng	女郎	liáng néng	良能
nǔ lì	努力	luàn nào	亂鬧

Mén wài yǒu sì liàng sì lún dà mǎ chē

Nǐ ài lā nǎ liǎng liàng lā nǎ liǎng liàng

Niú láng nián nián liàn liú niáng

Liú niáng lián lián niàn niú láng

門外有四輛四輪大馬車

你愛拉哪兩輛拉哪兩輛

牛郎年年戀劉娘

劉娘連連念牛郎

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Practice with x

xī xǐ	西喜
xī xiāng	西廂
xī xià	膝下
xǐ xìng	喜性
xǐ xuě	洗雪
xì xīn	細心
xiē xǐ	歇息
xiē xǔ	些許
xié xiàn	斜綫
xiāo xiǎo	霄小
xiāo xiāng	瀟湘
xíng xiāo	行銷
xiǎo xīn	小心
xiào xiàng	肖像
xiū xián	休閒
xiū xíng	修行
xiān xián	先賢
xián xiá	閒暇
xián xiàng	賢相
xiàn xiàng	現象
xīn xǐ	欣喜
xīn xiān	新鮮

xiāng xìn	相信
xiáng xì	詳細
xiǎng xiàng	想像
xiàng xíng	象形
xué xiào	學校
xiōng xiǎn	兇險

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Practice with z

zī zǐ	孜子	zìzài	自在	zì zú	自足	zì zūn	自尊
zài zào	再造	zài zuò	在座	zǒu zú	走卒	cáng zú	藏族
zēng zǔ	曾祖	zǔ zōng	祖宗	zǒng zé	总则	zuò zuì	坐罪

Mén kǒur yǒu yī kē guǒzi shù
Shàngtou jiēzhe qīge guǒzi
píngguǒ, táor, shíliú,
shìzi, lǐzi, lìzi, lí.

门口儿有一棵果子树，
上头结着七个果子，
苹果、桃儿、石榴、
柿子、李子、栗子、梨。

zhī zú	知足	zhì zǐ	稚子	zhì zào	製造	zhǎo zuì	找罪
zhòu zǔ	咒诅	zhān zuǐ	沾嘴	zhēng zū	徵租	zhū zǎi	诸仔
zhuō zāng	捉赃	zhuī zèng	追赠	zhuān zuò	專做	zhǔn zé	準则

zī zhù	資助	zì zhǐ	字纸	zì zhāo	自招	zá zhì	雜誌
zào zhǐ	造纸	zú zhǎng	族长	zǔ zhī	组织	zuò zhèn	坐镇
zuì zhòng	最重	zuǎn zhù	纂著	zōng zhǐ	宗旨		

zhū zǐ zài zhāng zhōu zhí zhèng
zài zhí zhōng zhí
zūn zhòng zhǎng zhě
zī zǐ zhì zhī
zhù zuò zhāo zhù

朱子在漳州執政
在職忠貞
尊重長者
孜孜改知
著作昭著

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Practice with c

cǐ cè 此策　cāi cè 猜测　cáo cāo 曹操　cǎn cè 惨恻
cēn cī 参差　cāng cù 仓猝　cáng cài 藏菜　céng cì 曾次
cū cāo 粗糙　cuò cí 错辞　cuī cán 摧残　cuī cù 催促
cún cái 存财　cōng cōng 匆匆　cóng cǎo 丛草

chī cù 吃醋　chǐ cùn 尺寸　chā cuò 差错　chǎo cài 炒菜
chóu cè 筹策　cháng cǎo 长草　chuán cāng 船舱　chūn cán 春蚕

cǐ chù 此处　cā chē 擦车　cái chǎn 财产　cáng chù 藏处
còu chóu 凑酬　cóng cháng 从长　cán chá 残茶

chū cháng chéng 出长城
cuī cǎi chái 催采柴
cháng cǎo cóng cóng chéng cū chái 长草丛丛成粗柴

Practice with r

ra re rao rou ran ren rang reng
ru ruo rui ruan run rong

ráo ràng 饶让　róu ruǎn 柔软　rén rén 仁人　rěn rù 忍辱
rěn rǎn 荏苒　rǎng rè 嚷热　réng rán 仍然　rì rì 日日
ruǎn ruò 软弱　róng ràng 容让　róng rù 荣辱

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Practice with zh

zhí zhào	执照	zhàn zhǎng	战长	zhèng zhòng	郑重
zhí zhèng	执政	zhēn zhū	珍珠	zhǔ zhāng	主张
zhǐ zhāng	纸张	zhēn zhǐ	斟酌	zhuó zhù	灼著
zhǐ zhǐ	制止	zhēn zhèng	真正	zhuī zhú	追逐
zhí zhí	执枝	zhēn zhuó	斟的	zhuān zhì	专制
zhāo zhǎn	招展	zhěn zhì	诊治	zhuǎn zhù	转注
zhāo zhuì	招赘	zhāng zhǐ	章旨	zhuàn zhù	撰著
zhào zhǔn	照准	zhǎng zhū	掌珠	zhuāng zhì	装置
zhōu zhuǎn	周转	zhēng zhá	挣扎	zhōng zhǐ	终止
zhàn zhēng	战争	zhēng zhào	徵召	zhōng zhēn	忠贞
zhèng zhì	政治				

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zh-j

jí zhào	吉兆
jí zhèng	急症
jì zhě	記者
jiāo zhǐ	交趾
jiā zhù	夾注
jiǎ zhà	假詐
jié zhǐ	截止
jiàn zhǎng	艦長
jiǎng zhēng	獎錚
jìng zhēng	競爭
jīn zhēn	金針
jiāng zhàn zhǎng	江詔長
zhū jú zhǎng	朱局長
zhàn zhǎng jiàn jú zhǎng	詔長見局長
zhàn zhe jiǎng	詔着講

zhī jǐ	知己
zhī jiāo	知交
zhí jiào	直叫
zhǎn jiàng	斬將
zhàn jiàn	戰艦
zhèn jìng	鎮靜
zhèng jīng	正經
zhuī jiù	追究
zhuàn jì	傳記
zhōng jiān	中間
zhòng jǔ	中舉

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Practice with ch/q

chī chá	吃茶	chóu chú	踌躇
chí chěng	驰骋	chán chán	潺潺
chí chú	踟躇	chán chú	蟾蜍
chì chéng	赤诚	chǎn chú	剷除
chā chì	猫翅	cháng chéng	長城
chá chāo	查抄	cháng chūn	長春
chāi chuān	拆穿	chū chāi	出差
chāo chē	超車	chū chǒu	出醜
chōu chá	抽查	chún chǐ	唇齿
chóu cháng	愁肠	chōng chì	充斥
chóu chàng	惆怅	chǒng chén	寵臣

qí chǐ	奇恥	chí qǐ	遲起
qiāo chuāng	敲窗	chǎn qiān	產鉛
qiū chóu	秋愁	chén qíng	陳情
qiú chéng	求成	cháng qiāng	長腔
qián chéng	虔誠	chéng qiāng	成腔
qín cháo	秦朝	chěng qiáng	逞強
qīng chūn	青春	chū qiū	初秋
qīng chén	清晨	chuí qīng	垂青
qù chù	去處	chuāng qián	窗前
quán chuán	全船	chóng qìng	重慶

cháng qiáo qián 長橋前

qīng quán chù 清泉處

qīng qīng chēng chuán qù 輕輕撐船去

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Practice with sh:

shī shèng	詩聖	shōu shí	收拾	shàng shēn	上身
shī shǒu	屍首	shǒu shù	手術	shàng shū	商書
shī shēng	師生	shǒu shī	首師	shēng shū	生疏
shī shě	施捨	shòu shòu	授受	shěng shì	省事
shī shǒu	失守	shān shuǐ	山水	shèng shàn	聖善
shī shēn	失身	shēn shì	紳士	shèng shuāi	盛衰
shí shì	時勢	shēn shān	深山	shū shì	舒適
shì shí	事實	shēn shāng	冬商	shuì shī	睡獅
shì shì	逝世	shén shèng	神聖	shuì shōu	稅收
shā shēn	殺身	shěn shèn	審慎	shùn shǒu	順手
she shī	設施	shǎng shì	賞識	shuāng shēng	雙聲

Practice with sh/x:

xī shī	西施	shī xiān	詩仙		
xǐ shì	喜事	shí xí	實習		
xiē shǒu	歇手	shǎ xiào	傻笑		
xiě shēng	寫生	shé xiē	蛇蠍	xiāo xiān sheng	
xiān shān	仙山	shéixiě	誰寫	蕭先生	
xiǎn shì	顯示	shóu xí	熟悉	shàng xiǎn shān	
xíng shěng	行省	shǎn xī	陝西	上險山	
xīn shì	心事	shàng xiāng	上香	shàng shān shāo xiāng	
xìn shén	信神	shēng xìng	生性	xiǎng xiū xiān	
xīng shèng	興盛	shèng xián	聖賢	上山燒香	
xiù shǒu	袖手	shuǎng xīn	爽心	想修仙	

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Practice with f

fā fèn	發憤
fā fēng	發瘋
fó fǎ	佛法
fēi fèn	非分
fěi fàn	匪犯
fèi fù	肺腑
fān fù	翻覆
fán fū	凡夫
fán fù	繁複
fēn fā	分發
fēn fāng	芬芳
fèn fā	奮發
fāng fǎ	方法
fáng fěi	防匪
fǎng fú	仿佛
fēng fù	豐富
fēng fáng	蜂房
fū fù	夫婦
fū fěn	敷粉
fēn fù	吩咐

Practice with h

hé hǎo	和好
hé huǎn	和緩
hé huā	荷花
hé huǒ	合夥
hé huì	合會
hēi hǎi	黑海
háo huá	豪華
hǎo hàn	好漢
hào hàn	浩瀚
hòu huǐ	後悔
hán hú	含糊
hū hǎn	呼喊
hù huā	護花
huā huì	花卉
huò huàn	禍患
huái hèn	懷恨
huī huáng	輝煌
huān hū	歡呼
huán hún	還魂
hūn huā	昏花
hùn hé	混合
huáng hòu	皇后
huáng hūn	黃昏
huǎng hū	恍惚
huǎng huà	謊話
hóng huāng	洪荒

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Contraut with f and h:

fā hūn	發昏	hé fú	和服
fó huà	佛化	hǎi fáng	海防
fēi huí	飛回	hù fǎ	護法
fǎn huǐ	反悔	huà fēn	劃分
fěn hóng	粉紅	huà fú	畫符
fáng hàn	防旱	huó fó	活佛
fèng huáng	鳳凰	huī fā	揮發
fú huá	浮華	huàn fā	煥發
fǔ huà	腐化	huāng fèi	荒廢
fù hù	富戶	huáng fēng	黃蜂
fù huó	復活	huì fēi	會飛

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